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ABSTRACT

Today's adolescents face an increasing number of serious problems including drugs, violence, divorce, and early pregnancy. Over one million youngsters run away from home each year seeking answers to their difficulties. Young women of this age need an opportunity to share their fears and worries with others and to gain information on ways to deal effectively with their problems. This course, when taught properly, will provide them with that opportunity. Each of the seven sessions, with the exception of the first, begins with a review of the previous week's material, presents a new lesson, and then provides exercises for the participants that will help them apply the material to their own lives. Topics covered include: (1) discover your own strengths; (2) make your own happiness; (3) protect your future; (4) discover your natural beauty; (5) challenge yourself; (6) be a dreamer; (7) and believe in yourself. The exercises included in each session give the participants an opportunity to share feelings with each other. These discussions also provide the facilitator with the opportunity to teach the young women how to listen to each other. (LLL)

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MY TIME

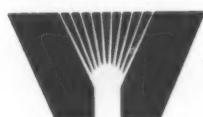
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A Self Esteem Course For Adolescent Girls



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MY TIME

A SELF - ESTEEM COURSE FOR ADOLESCENT GIRLS

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My Time

A Self-Esteem Course For Adolescent Girls

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This Is
My Time
To...



INTRODUCTION

Profile of The Early Adolescent Female

The facilitator who teaches this course will have before her young women, many of whom are at the most vulnerable time of their lives; extremely insecure, reacting constantly to the externals around them. This young woman's entire sense of personal worth can be shattered by the slightest reaction from a friend or family member. Therefore, her moods fluctuate constantly. Early adolescents have poorer self-images and thus, lower self-esteem than older counterparts, and there is some evidence to prove that girls have lower self-esteem than boys.¹ The job of the facilitator working with this age group is to strengthen the sense of self-worth from within; to instill in the young women a sense of confidence that can develop and grow stronger as the girl matures.

Poor self-esteem manifests itself in many ways. It shows in the girl's inability to:

- Make friends
- Accept ethnic identity
- Get along with family members
- Set goals
- Adjust well in school

More serious manifestations are drug abuse, alcoholism, and suicide. "Girls are starting to drink at a younger age and more heavily, and are more likely to drink hard liquor than in the past."² Patricia Herme, writing in "A Time To Listen," concludes from her interviews with parents of teens who have committed suicide, "Perhaps the sense of worthlessness was the greatest similarity the parents mentioned." She quotes one mother as saying about her daughter, "Although she was good she didn't know it."³

The consequences of low self-esteem can be devastating. It is the responsibility of the facilitator to do her utmost to help each participant realize her worth and get in touch with the strengths and talents with which she was born.

Early adolescence is a time when girls idealize role models. They may choose the facilitator as a role model and become attached to her. This can be used to the advantage of the facilitator. She can become friends with the girls and encourage them to share their feelings, but she must be careful not to make her charges dependent on her.

The object is to encourage the participants to become increasingly independent in terms of self-image and decision making. It must be made clear that what the

facilitator thinks of a girl must take second place to what the girl thinks of herself. This is also a time when young women like to confide in their own age group. These lessons are set up so that the participants will have time to share feelings with each other. The object is to have the girls form supportive relationships that will also exist beyond the time of the class.

A prominent characteristic of this age group is a consuming interest in their bodies. Early adolescents are worried about height, weight, breast size, skin, etc.. Over-concern with body weight is becoming an increasingly more serious problem, manifesting itself in unhealthy diets, anorexia and bulimia. These issues are addressed in the session on body image. The object is to impress the girls with the fact that beauty comes from within and begins with a strong sense of self-worth.

Some resistance to parents is natural at this age. The best approach for the facilitator to take is to be a good listener and to avoid taking sides.

Today's adolescents face an increasing number of serious problems including drugs, violence, divorce and early pregnancy. Over one million youngsters run away from home each year seeking answers to their difficulties. Girls of this age need an opportunity to share their fears and worries with others and to gain information on ways to deal effectively with their problems. This course, when taught properly, will provide them with that opportunity.

"The young American woman has many faces, rich, poor, black, white, oriental, but each has one desire, and that is to be loved and respected." Let the facilitator help her group participants realize that the best way to gain the love and respect of others is to develop a healthy love and respect for herself.

Elements of The Sessions

Each session, with the exception of the first, begins with a review of the previous week's material, presents a new lesson, and then provides exercises for the participants that will help them apply the material to their own lives. In some lessons, the exercises come before the presentation of new material.

The facilitator must include all of the elements in each session if she is to provide the participants with a maximum learning experience. There may be a tendency to let the discussions run on and to skip the introduction of new material. This is not a course where the students learn only from each other. They also learn from the teacher. A skilled facilitator will time herself and move on to each element at the required time.

When individuals need extra attention the facilitator can arrange to see them after a session is over. Girls with serious problems should be referred to the appropriate community agency. In Allegheny County they can be referred to the YWCA Teen Hotline, (771-Teen). Stickers and posters will be provided by the YWCA. The format of this course does not provide enough time to deal with more serious cases and, in many instances, facilitators will not be qualified to do so.

The exercises included in each session give the girls an opportunity to share feelings with each other. This is where friendships are formed. All the girls should be encouraged to talk. These discussions also provide the facilitator with the opportunity to teach the young women how to listen to each other and to show respect by not criticizing.

The new material to be presented by the facilitator is printed in italics so that it is easy for the instructor to identify. That material should be read before class and put into the facilitator's own words. Personal examples should be added. This material should never be read to the group. Every attempt should be made to hold in confidence what is said during the sessions. Facilitators lose all credibility when a confidence is broken. If information must be repeated to another person, the participant involved should be informed of what is going to happen.

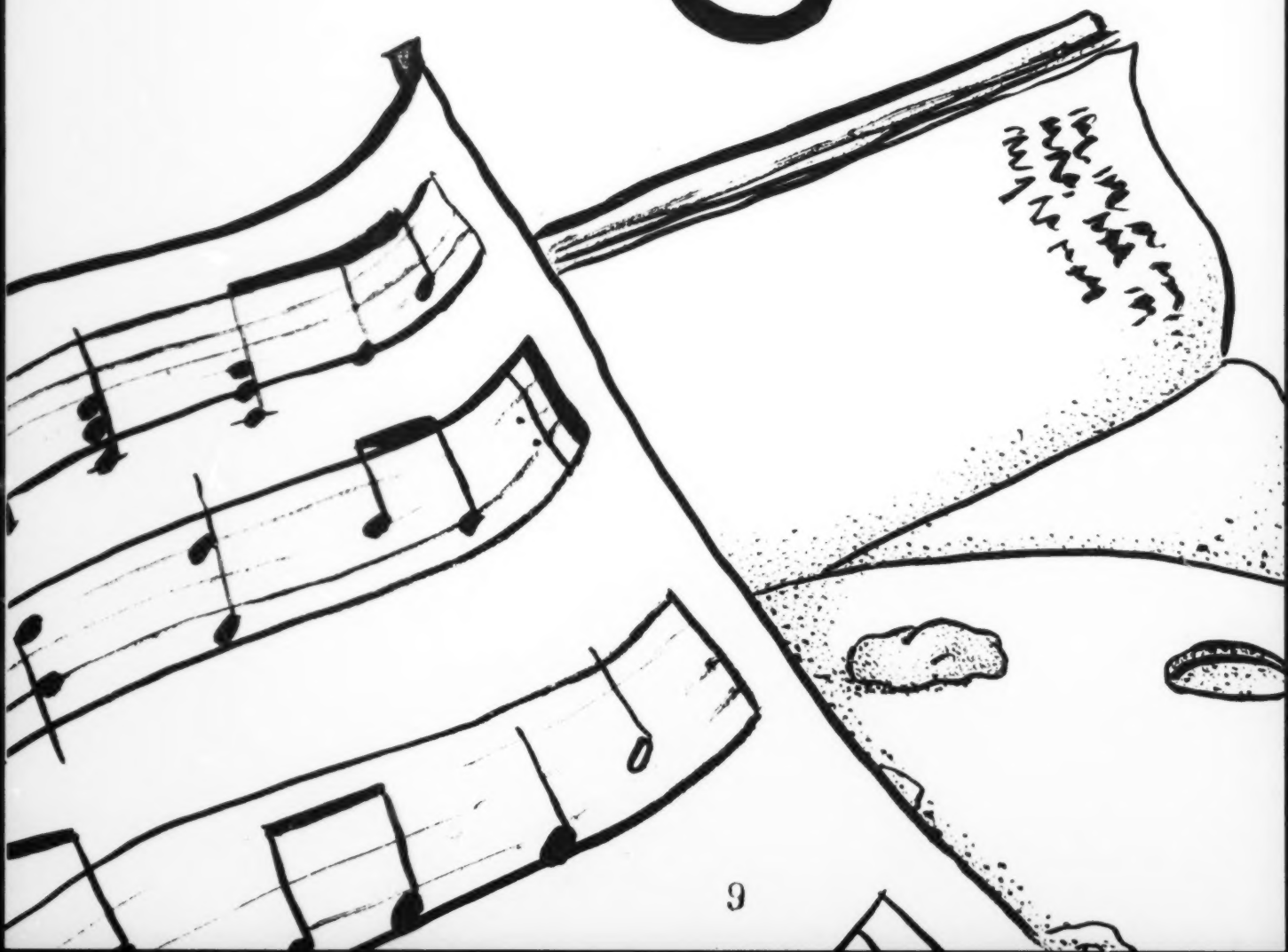
Teachers show respect for students when they come prepared to present a dynamic lesson, and when they forget themselves and become totally involved with the interests of the students.

Course Objectives

- A. To help participants develop an increased sense of self-worth through the use of:
 - 1. The presentation of material
 - 2. Discussion
 - 3. Visual Aids
 - 4. Written and verbal exercises
- B. To teach the participants how to develop a broader vision of the future; to expand their list of possibilities; to reach beyond themselves to new worlds.
- C. To encourage the forming of supportive friendships, friendships that will last beyond the length of the course.
- D. To instill a desire to work hard and to make the decisions necessary to achieve their goals.

-
- 1. Adams, Gullotta, *Adolescent Life Experiences* (California: Brooks/Cole Publishing, 1983) 175.
 - 2. Editorial Research Reports, *Youth Problems* (Washington, DC: Congressional Quarterly, Inc., 1982) 49.
 - 3. Hermes, Patricia, *A Time To Listen* (California: Harcourt, Brace, 1985) 103.
 - 4. (Research Report 102)

Discover My Strengths



Session One

INTRODUCTIONS

Facilitator - 5 min.

The facilitator should introduce herself to the group and tell them a little about her background. Then she should give a brief explanation of the course.

This course may be different from any other course you have taken. Its purpose is to help you to get in touch with your best self, to understand and believe in the great person that you are. What you learn should also help you to understand your friends and family members better.

The course is titled "My Time" because these years, just before you reach adulthood, are very special ones. This can be an exciting time for you, when you can develop your talents, learn to make independent decisions, and reach out to new worlds. It can also be a frustrating time because you are faced with so many challenges.

I hope the information you receive in this course will help make this time of your life more enjoyable and productive. I also hope you will get to know each other better and will make new friends. We will be doing many interesting activities such as taking your pictures, learning about make-up and producing a video. This should be an enjoyable learning experience.

NOTE TO FACILITATOR: Each session of this course contains verbal exercises. The purpose of these exercises is three-fold:

- a. To help the participant apply the material to her personal life.
- b. To give the participants an opportunity to talk and listen to each other. Sharing thoughts and experiences enhances the formation of friendships.
- c. To build confidence through interaction and communicating in a group setting.

During the exercises the class is broken up into small groups of five or six. The participants are then asked to discuss an assigned topic. Some groups may find it difficult to stick to the assigned topic. Challenge them! Tell them that it may be difficult for them to work on their own, but that you would like them to learn how to do that. Remind them that one way to be a true friend is to learn to listen and that only one person should talk at a time. As the weeks progress the girls should improve in the way they conduct themselves in a small group.

Session One

Get Acquainted Exercise - 10 min.

Sit the participants in one large circle. Have each student answer the following: If you were writing to someone who didn't know you, how would you describe yourself? Go around the circle and have each girl share her answer with the group. This is a verbal exercise, not a written one.

NOTE TO FACILITATOR: Listen and begin to determine which girls have positive or negative self-images. Begin to make mental notes on each student.

Signs of a positive self-image:

1. Can make friends.
 2. Has goals.
 3. Is involved in activities at church, school, community.
 4. Accepts her ethnic identity.
 5. Gets along reasonably well with parents and family members.
 6. Is well-adjusted in school.
-

PRESENTATION - 15 min.

Most people enjoy babies. They like to cuddle them and talk to them. Babies are a sign of hope. Each baby is born with talents and strengths; talents and strengths that will be developed as he or she grows.

You were born with many talents and strengths. These are the characteristics that make you unique as a person. You may not realize what all of those are right now. One of the exciting things about growing up is discovering your strengths and learning how to develop your talents. As you mature, the people and circumstances around you either help you recognize your strengths or cause you to deny them.

Picture the baby who has just eaten chocolate cookies. Her hands are dirty. She decides at that moment to take her first step. She grabs onto the table with her chocolate hands and pulls herself up. She feels very proud. At this point her mother has two choices. She can say, "Oh, how wonderful! You stood up all by yourself!" or she can say, "You bad girl, you got my table dirty!" Which response will make the baby want to try again? If the mother encourages the baby, the baby will begin to develop a positive self-image.

If you are lucky, you have had a lot of people around you helping you to recognize the good that is in you, and thus, helping you to develop a positive self-image. Most of us

Session One

are surrounded by some people who encourage us and some who criticize and make us feel bad. No one feels positive about themselves every day. Sometimes things happen or people make remarks that cause us to feel bad about ourselves and we want to give up. Sometimes we even believe we are no good or stupid. One of the things you must learn as you mature is not to let circumstances or people outside of you determine how you feel about yourself. You must believe in yourself and not let anyone shake that belief. You must build your own self-image.

We grow up physically and we grow up emotionally. We have grown up emotionally when we believe in ourselves and don't let others remarks stop us from doing the things we want to do. Growing up is also about discovering all those wonderful strengths and talents with which you were born and learning to use them.

CLOSING EXERCISE - 10 min.

Hand out the Student Diary. Explain that one page of the diary will be completed each week. At the end of the course the girls can keep the diary as a reminder of the class.

Exercise

Go to the bottom of page one. List all of the talents you think you might have, even the ones that may not be developed yet. Sometimes the things you are interested in are areas in which you have talents. List all of the strengths you have, those characteristics you like about yourself. (Examples: friendly, honest) If time permits, break into groups for this exercise, and have each girl read her list.

ASSIGNMENT

Ask students to bring in a picture of themselves at a young age. A baby picture is preferable.

CLOSING - 5 min.

Facilitator

Every time you discover a new talent or strength in yourself you become a happier person. Your job during this time of your life is to work on that discovery.

Remind the girls that next week you will be taking their pictures. If you have a large group you should try to take the pictures before or after class. Collect the diary.

MATERIALS NEEDED FOR NEXT SESSION

Poster, Tape, Camera

Make
My Own
Happiness



Session Two

REVIEW - 10 min.

- . Hang up review chart.

This Is My Time To:
Discover My Strengths

- . Explain how the YWCA Teen Hotline works. (for Allegheny County only)
- . Put up the poster and hand out the stickers for the Teen Hotline.
- . Pass out the diary and have the students turn to page one. Have the students paste their baby picture in the frame below the words "My Best Self". If a student does not have a picture have her write her name in the frame. Below the picture have each girl write the words, "This is a wonderful person who was born with many strengths and talents."

Facilitator To Class

Your job, as you grow up, is to discover all of your strengths and talents, and to learn how to use them. The more talents you use the happier you will be. People who sit around and do nothing are not happy. When you are feeling sad get out and do something.

NOTE TO FACILITATOR: The girls may say they feel uncomfortable about writing such a sentence. Explain that they should not feel this way. It is important to be able to say and write positive things about yourself.

PRESENTATION - 10 min.

One of the best practices you can follow in life is to surround yourself with positive people as much as possible. Make friends with people who encourage you to be your best self. People who encourage others are winners. However, there will be times when you have to deal with people who are critical; at work, at home, or maybe in school. What do you do when someone criticizes you, when someone pays you a compliment?

When you are faced with criticism ask yourself, "Is the criticism justified?" We all have some aspects of our personalities that can be improved. You are not a bad person because you have traits you want to improve on. A strong person can accept some criticism and learn from it. Accept fair criticism, and then make up your mind that you will try harder to improve. Don't let criticism stop you from trying.

Session Two

If you feel the criticism is untrue, then don't take it seriously. You know if you are trying your best. You cannot please everyone. You have to be your best self and not let what other people say determine how happy you will be or how hard you will try.

Sometimes it helps to let a person know when they are hurting you. If it is a person with whom you can speak openly, you might want to let them know how much they are hurting you.

(Facilitator - Give examples of how they might approach a friend or parent who is constantly putting them down.)

It is also a good idea to thank those people who encourage you. If a person has been hurting you for a long time and you are afraid to talk to them, you might want to write them a letter. You don't have to send the letter, but it sometimes helps to put your feelings on paper. Be sure to destroy the letter if you don't want anyone to see it.

When people criticize you:

- a. Keep trying. Don't get discouraged.*
- b. Find a new friend who doesn't criticize.*
- c. Let the person know how much they hurt you. Talk to them or send them a letter.*

NOTE TO FACILITATOR: Make certain the girls understand that you are not encouraging them to send critical letters to anyone they don't like. The purpose of the letter is to express feelings that they have had for a long time, in order to forget them or deal with them more effectively.

Other people cannot make you happy. Material things cannot make you happy. Happiness comes from within. You are happiest when you like and trust yourself. You are happiest when you are using your talents. Do not give others the power to take away your happiness by listening to unfair criticism. You cannot please everyone. You must do those things that will make you proud of yourself. When you are proud of yourself, you will be happy.

EXERCISE - 15 min.

Break the participants into small groups of four or five. Have each one take a turn answering the following: 1. Name one person who made you feel good about yourself and explain why. 2. Without using names, explain a situation when someone made you feel bad about yourself. (See note below before proceeding) 3. Ask yourself, "How should I handle that person in the future?"

Session Two

NOTE TO FACILITATOR: Take turns sitting with each group, but do not make comments at this point. Above all, do not take sides in the discussion, agreeing either with the student or with any situation they might be discussing. Your job at this point is to let the students know you hear them and to encourage them to talk. Too many comments from you will stop them from expressing their feelings. You should listen and decide if there are any serious situations with which a girl might need special help.

However, if a girl begins to name people and the discussion turns into name calling, the situation must be stopped. Warn the girls of this ahead of time.

CLOSING EXERCISE - 10 min.

Facilitator

Take each girl's picture for use in the next session. When the group is large, take the pictures before or after class.

Turn to page 2 of diary.

Have the girls write in their diary, "I promise myself that I will not let criticism from others keep me from being active and happy." I especially will not let _____ discourage me.

Collect the diary.

MATERIALS NEEDED FOR SESSION THREE

Review Poster, Girls' Pictures, Tape, Hotline Poster, Communications Poster, VCR

Protect My Future



Session Three

REVIEW - 10 min.

- . Hang up review chart.

This Is My Time To:
Discover My Strengths
Make My Own Happiness
- . Hang up Hotline Poster
- . Pass out the diary. Give each girl a copy of the picture that was taken the week before. Have them paste it on page 3 and write underneath,

" What good things will I discover about this person?"

Facilitator to class

There are many wonderful things you have yet to discover about yourself. You can discover them best when you believe in yourself.

PRESENTATION - 10 min.

Place the words positive feedback, self-talk, and word association on the board.

Do you know what self-talk or positive feedback means? Self-talk is what we tell ourselves about ourselves. Do you know what word association is? When I say the word tree, what is the first thing that comes to your mind? When I say the word red what is the first thing that comes to your mind? On the bottom of page 3 of your diary write the first thing that comes to your mind when the following things happen to you. What do you say to yourself when:

- 1. You get low marks on a test.*
- 2. You make a mistake at a sport or when you are playing a musical instrument or trying anything new.*
- 3. Your hair doesn't turn out right.*
- 4. You look at yourself with braces or glasses for the first time.*

Have the girls share some of their answers.

We talk to ourselves in two ways. Our thoughts either help us to do better, motivate us, or they discourage us. Always give yourself feedback that will help you and motivate you to do better. Never discourage yourself.

(Facilitator, use the communications poster as a guideline for the following discussion.)

Session Three

A. *When people are unhappy with themselves, or when they are always giving themselves negative feedback, they act in one of two ways:*

. Aggressively

Criticize others, bully them, act like they know it all. These people like to push others around and have others do what they want. Insecure people often want others to do what they are doing because they are afraid to stand on their own two feet. They think that what they own or wear will make them popular. Most of us try to stay away from aggressive people. (Give examples)

. Passively

Put themselves down, never make their own decisions, never say NO, do not get involved in activities unless someone asks them, want things to happen without effort. Passive people have a hard time making friends. People take advantage of you when you are passive. (Give examples)

B. *People who respect themselves and know their worth are:*

. Assertive

Do not put themselves or others down, make choices that will protect their future, believe they can succeed and are willing to work for what they want. Assertive people make friends easily. Making choices is an important part of running your life. Unless you decide what to do, you'll have to accept what happens. Assertive people are able to make good choices. Assertive people make good friends and people respect them. Assertive people can say no. (Give examples)

Are you aggressive, passive or assertive? Can you say NO or do you let people push you around? Can you make choices that will protect your future?

EXERCISE - 15 min.

Break the girls into small groups. Have each girl share a time when she was assertive and felt good about herself. Give an example of when she was passive and should have been assertive.

Turn to page 4 of diary. Have the girls write in situations in which they think they may be required to say no in order to protect their future, or a situation in which they will have a difficult choice to make.

CLOSING EXERCISE - 5 min.

Have students go back to page 3 of diary and write the following sentence under the picture that was taken of them: "What decisions do I have to make to protect this person's future?"

Session Three

CLOSING - 5 min.

Show the video "Discover Your Natural Beauty"

Close with comments:

When you are happy and feel good about yourself it shows in your posture, in your smile, and in the way you take care of yourself. Next week we will have a guest who will talk about make-up and hair styles.

MATERIALS NEEDED FOR SESSION FOUR

Review Poster, Make-up Person, Hotline Poster

WAYS PEOPLE REACT

AGGRESSIVELY

- Put Others Down
- Others Avoid Them or Fight Them

PASSIVELY

- Put Themselves Down
- Others Walk on Them

ASSERTIVELY

- Respect Themselves and Others
- Others Respect Them

Discover My Natural Beauty



Session Four

REVIEW - 5 min.

- . Hang up review chart

This Is My Time To:
Discover My Strengths
Make My Own Happiness
Protect My Future

- . Hang up Hotline Poster

PRESENTATION - 40 min.

Read the script from the video, "Let Your Natural Beauty Shine Through"

Script

1. Our world is a place of wondrous beauty, containing endless scenes that please the eye.
2. You are a part of that wonder, and your true beauty comes from within.
3. It begins with happy thoughts, thoughts of self-confidence, positive thoughts about yourself and others.
4. When you like the person you see in the mirror, you can smile at yourself and the world. There is nothing more attractive than a smile.
5. Your confidence and happiness also show in your posture. You should stand proud with shoulders back, regardless of how tall, small, heavy or thin you are.
6. Your clothes always look better on you when you have good posture.
7. Choose clothes that best show off your body shape. Your height and weight determine the style that looks best on you.
8. The way you care for your body is important if you want to look your best.
9. Eating right, staying away from alcohol, cigarettes and drugs is necessary for a healthy body.
10. A healthy woman has a special glow all her own.
11. If you decide to wear make-up, remember that you need only a little to make you look your best.
12. Make-up should blend into your natural skin tones and enhance them.
13. Shiny hair and an attractive cut are also important. The best style for you depends on your type of hair and the shape of your face.
14. Be an individual when you choose your hair style. Don't just follow the crowd.
15. Let the naturally beautiful you shine through. Think happy thoughts, smile, stand proud, face the world with confidence.

Have a make-up artist, hair stylist or both do a demonstration.

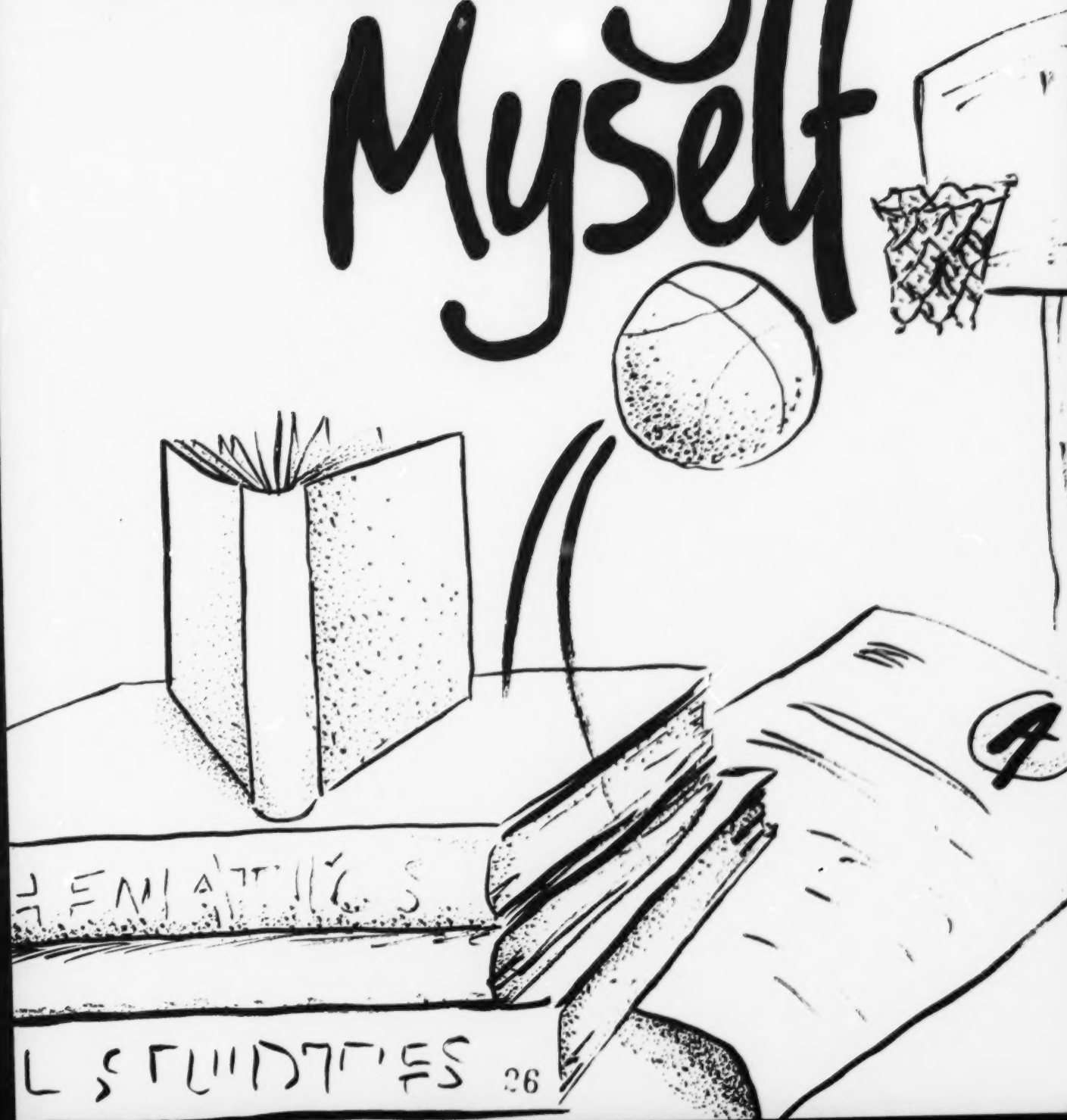
Session Four

NOTE TO FACILITATOR: Some serious problems that are occurring more frequently in adolescents are: fad diets, anorexia, bulimia, and obesity. If time permits, stress the dangers of diet pills and other fad diets. Individuals can become addicted to pills, and severe types of diets only make it harder to lose weight. Each time the girl diets her body loses fat at a slower rate. Starvation diets can also cause permanent damage to the body. If you suspect a girl is anorexic, she should be referred for professional help.

MATERIALS NEEDED FOR SESSION FIVE

Review Chart, Hotline Poster

Challenge Myself



Session Five

REVIEW - 5 min.

Hang up review chart

This Is My Time To:
Discover My Strengths
Make My Own Happiness
Protect My Future
Discover My Natural Beauty

Hang up Hotline Poster

Facilitator To Class

Have the girls stand up. Ask them, "Is your self-confidence showing?" When you feel bad about yourself you frown, slump, overeat, and go on excessive diets. When you feel good about yourself you stand proud, smile, and eat healthy. "The creative self is about love, life, and smiling. The destructive self is about hate, death, frowning." ¹

Give out the diary and turn to page 5. Have the girls write what they think is their best physical feature. Also have them write one physical feature they think they should work on.

PRESENTATION - 15 min.

When was the last time you got involved in a new activity, made a new friend, learned a new sport, etc.?

Most of us are afraid to try new things, to do something we have not done before. We are not sure we will succeed. Everyone who has ever lived has been afraid at some time. Everyone has had failures. All people who are now successful have failed on their way to success. Sometimes television and movies give us the idea that everything is easy. Just wish for something, and you have it. If you want to be mentally healthy, you must learn to accept the fact that life has its good and its bad. Most people have success only after they have worked hard for it.

Two weeks ago, I explained three categories of people: assertive, aggressive, and passive. The assertive person is not afraid to try new things, to get involved. The passive person is always afraid, seldom tries new things, and is usually unhappy. When you try new things, you risk failure. You can make fear and failure your enemy or your friend. When you are afraid, you don't have to stop trying. You have all watched a baby learn how to walk. It will fall many times before it learns. If the baby gave up the first time it fell, it would never learn to walk. How many times does the baseball player strike out before he hits a home run? If he gave up the first time he struck out, he would never succeed. When you fail, you don't have to stop trying. The best way to face failure is to ask yourself what you have learned, and then to try again. If you keep trying, you will eventually succeed. Failure is something that happens on the way to success. If you

Session Five

have a dream, be willing to work hard at it and put up with your mistakes until you learn how to do it well. If you make a mistake, don't keep blaming yourself. Learn from it and go on. Challenge yourself.

One caution: try new things that will be helpful to you, that will gain something positive for you. Don't take risks that will ruin your life.

EXERCISE - 15 min.

Break up into small groups. Have each girl talk about something new she would like to learn, some new activity she would like to get involved in but has been afraid to try. Have them answer the questions: What is the worst thing that can happen if I try? What will happen if I do not try?

Facilitator - Encourage girls to take the first step and get involved. Make suggestions as to how they might do this.

CLOSING EXERCISE - 10 min.

Turn to page 6 of the diary. Have the participants write down two ways they will challenge themselves this year. What is the worst thing that can happen if I try? What is the best?

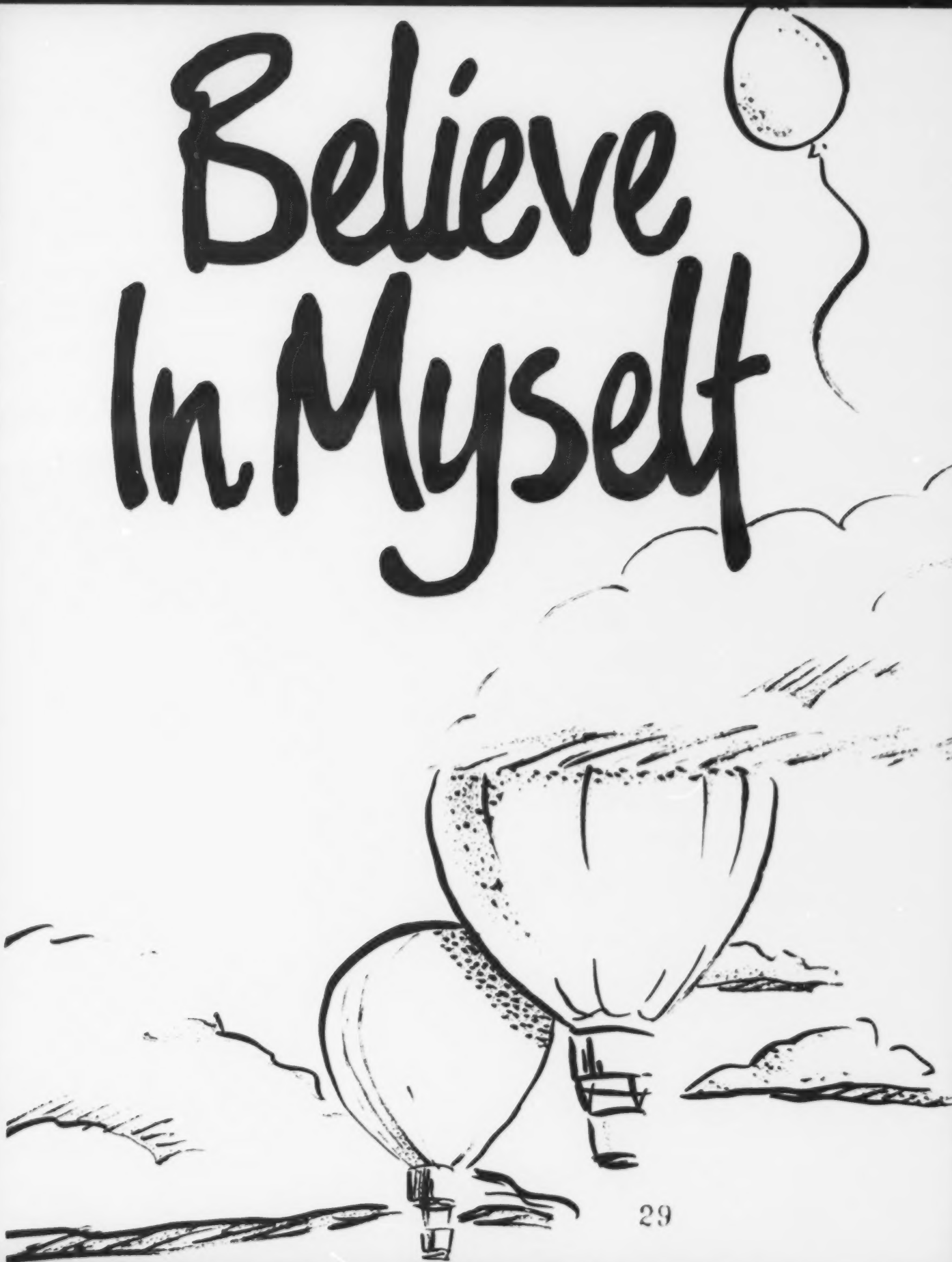
Remind the girls that there are only two sessions left. During session six they will discuss the possibility of doing a video for their last session. Ask them if anyone has a video camera that could be used.

MATERIALS NEEDED FOR SESSION SIX

Review Poster, Hotline poster, Newsclippings. (See Session Six.)

1. Maltz, Maxwell, *Psycho Cybernetics For Youth* (New York: Bantam Books, 1979) 48.

Believe In Myself



Session Six

REVIEW - 15 min.

- . Hang up review chart.

This Is My Time To:
Discover My Strengths
Make My Own Happiness
Protect My Future
Discover My Natural Beauty
Challenge Myself

Hang up Hotline Poster

Facilitator To Class

Ask the participants if anyone took a chance and got involved in a new activity last week. Encourage them to reach out beyond themselves.

EXERCISE - 20 min.

The facilitator should search through magazines and newspapers for stories about heroic people. She should read one or two to the class. *Today we are going to talk about heroes, people you admire, people who are the best at what they do.*

Hand out the diary and turn to page 7.

Have each student answer the following questions on paper:

- . Who is your hero? Name someone you admire and want to be like.
- . Where did that person grow up?
- . What kind of a family did he or she have?
- . How hard do you think they had to work to get where they are today?
- . What did they have to learn?
- . How many failures do you think they had before they succeeded?
- . How often did they have to say no in order to get what they wanted?

Break up into small groups. Have each girl share her information with the group.

PRESENTATION - 10 min.

You can be like your hero. You can achieve what you want in life if you are willing to work for it, but first you must have a dream. What is your dream? What do you want to be when you become an adult? Dream big! Successful people come from all walks of life. Where you are from does not determine your success. A dream and determination make the difference. Your heroes were once just like you. They were young. They were dreamers. Next week I will be asking you to write about your dream. (The ideal situation would be for the girls to take their diary home and write their

Session Six

dreams on the final page before they come to class.) Think about what you will have to know to accomplish this, what sacrifices you will have to make, and what kind of failures you might face before you will succeed. If you would like, we will video tape you reading your dreams to the class. (See alternate in next lesson if camera is not available, or if the girls do not like the idea.) The facilitator may wish to let the girls make suggestions about how they will do the video. Encourage them to be creative. Someone might write an introduction, there could be music, the posters might be used. Make this a fun project. Extend the time of the last class if possible.

MATERIALS NEEDED FOR SESSION SEVEN

Video Camera, VCR, Cards. A special refreshment would also be appropriate if available. The last class should be a celebration.



Dream

Session Seven

REVIEW - 5 min.

. Hang up review chart.

This Is My Time To:
Discover My Strengths
Make My Own Happiness
Protect My Future
Discover My Natural Beauty
Challenge Myself
Dream

EXERCISE - 10 min.

Have the girls turn to the last page of the diary. All adolescents dream about how their future will be. Encourage them to write their dream on the diary page. Answer the questions:

1. What would I like to do with my future?
2. In order to accomplish my dream I am willing to---(Examples, go to school, practice twice a week, etc.)
3. What will I have to learn?
4. What sacrifices will I have to make?

PRESENTATION - 30 min.

Tape a video of the girls reading their dreams. If possible, copies can be made, and the girls can buy one. If a camera is not available, have each girl read her dream to the class.

CLOSING - Use as much time as possible.

Show the video and serve refreshments if possible.

Option

The facilitator may wish to plan a field trip with the girls if that is appropriate for the group.

1. Adams, Gullotta: Adolescent Life Experiences. California: Books/Cole Publishing, 1983.
2. Shaw and Berry: Options. New York: Anchor Press / Doubleday, 1983.
3. Kaplan, Louise: Adolescence, The Farewell To Childhood. New York: Simon and Schuster, 1984.
4. Kleinke, Chris: Self Perception, The Psychology Of Personal Awareness. California: W.H. Freeman & Co., 1978.
5. Maltz, Maxwell: Psycho Cybernetics. New York: Pocket Books, 1973.
6. Simmons and Blyth: Moving Into Adolescence, The Impact of Pubertal Change and School Context. New York: Eldine DeGreyter, 1987.
7. Jones, Regenal: Black Adolescence. California: Cobb & Henny, 1989.